

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☒ Middle ☐ High ☐ K-12

Name of Principal **Mrs. Mary M. Halasz**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **St. Andrew Catholic School**

(As it should appear in the official records)

School Mailing Address **3601 North King's Highway**

(If address is P.O. Box, also include street address)

Myrtle Beach

SC

29577-2933

City

State

Zip Code+4 (9 digits total)

County **Horry**

School Code Number* **N/A**

Telephone **(843)448-6062**

Fax **(843) 626-8644**

Website/URL **standrewcatholicchurch.org**

E-mail **mhalasz@standrewschoolmb.org**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* **Sr. Canice Adams, SS.C.M.,Ph.D.**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Diocese of Charleston** Tel. **(843) 402-9115**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board **Mrs. Kathleen Burroughs**

President/Chairperson _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
_____ Middle schools
_____ Junior high schools
_____ High schools
_____ Other
_____ TOTAL
2. District Per Pupil Expenditure: _____
Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural
4. 8 Number of years the principal has been in her/his position at this school.
_____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only: **(As of Oct.1, 2003)**

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	11	17	28
K	18	8	26	8	9	15	24
1	10	16	26	9			
2	11	13	24	10			
3	14	11	25	11			
4	12	11	23	12			
5	10	15	25	Other			
6	13	10	23				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							224

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 91 | % White |
| 2 | % Black or African American |
| 2 | % Hispanic or Latino |
| 5 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1 (same as in #5 above)	224
(5)	Subtotal in row (3) divided by total in row (4)	0.10
(6)	Amount in row (5) multiplied by 100	10.

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: _____
Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2%
5 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>5</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>10</u>	<u> </u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>20</u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 22:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	97%	95%	96%
Daily teacher attendance	98%	97%	98%	98%	98%
Teacher turnover rate	6%	0%	10%	10%	16%
Student dropout rate (middle/high)	0	0	0	0	0
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

Part III Summary

St. Andrew Catholic School is located one block from the Atlantic Ocean in the heart of Myrtle Beach, South Carolina. The school was founded in 1956 as an outreach of St. Andrew Catholic Church and provides a strong academic program combined with sound moral, religious and civic values for students in Kindergarten through 8th grade. The 2004-2005 school enrollment is 221 students, with one class for each grade. The faculty consists of 16 qualified, certified, dedicated teachers, 44% of who hold advanced degrees.

The mission of our school is to nurture faith, inspire academic excellence, and lead our students in a life of service beyond self within a safe Christian community where every child is known and loved. This mission statement was authored by our faculty, and they are committed to its spirit.

The school's academic program is accredited by the Diocese of Charleston and meets or exceeds the requirements of the South Carolina Department of Education. We are affiliated with the National Catholic Education Association. Strong emphasis is placed on the basic skills of reading, writing, grammar, math, science, and social studies. Daily instruction in religion assures a thorough understanding of the Catholic faith. Students receive regular instruction in art, vocal and instrumental music, physical education, Spanish, computers, and library science.

Our students' success is consistently noteworthy. Each year scores on the ITBS demonstrate that our students achieve, on average above the 80th national percentile. Many of our 7th graders qualify and place in the Duke TIP program and 44% of our current 8th grade class were named as SC Junior Scholars based on their October PSAT scores. Our students go on to local area high school and are praised for their fine study skills, high achievement, and good behavior. They become leaders and over the years many have brought that leadership back to our area. The school enjoys an excellent reputation in the community.

A well organized service program assures that each student will have first hand experience living the gospel values. Every class participates in monthly service projects. Our 2nd graders have pen pals from the church's shut-in list. Our Kindergarteners and 5th grade correspond with troops in Iraq. First grade and 4th grade adopt poor families to help with Christmas gifts. Our Student Council Service Club (gr. 6, 7, 8) organizes many other efforts; at Thanksgiving over 1400 cans of food were donated to our local food Bank. The Peanut Butter and Jelly Brigade makes hundreds of sandwiches for our community kitchen each month. They have raised thousands of dollars for the Heart Association. Every middle school student is involved in this effort. Through helping others our students learn to live their Baptismal call.

Extracurricular activities supplement the rigorous curriculum. Students may choose from a wide variety of sports and clubs. We play competitively with both public and private schools in the area. Basketball, soccer, volleyball, golf, softball and baseball teams are formed each year, also a cheerleading squad. There is a chess club, a junior math club, and a senior math club which competes in the Math Counts competition each year. Youth choir and the band program are popular choices.

Teachers and parents work collaboratively to insure the success of each student and of our school. Regular communication, parent conferences, PTO involvement, and volunteering within the school all foster this spirit of support. Their dedication and level of involvement are a source of inspiration for the faculty. Each year our parents raise more than \$60,000 through Taste of the Town, a fantastic food tasting event supported by many segments of our beach community. Attendance usually exceeds 6000; it is amazing that our relatively small group of parents can accomplish this each year. The money will be used for our Capital Campaign. This spring we will begin construction of a Parish Life Center which will house a gymnasium for our school, as well as provide space for meetings and offices.

Part IV INDICATORS OF ACADEMIC SUCCESS

1. School's assessment data narrative

Early each October St. Andrew students in grades 3 through 8 take the Iowa Test of Basic Skills, a well respected, nationally normed wide range achievement test. These tests are designed to measure how well a student in elementary or middle school has learned the basic skills and content for their grade level. Scores are expressed in national percentile ranks, stanines, and grade equivalencies. ITBS has been in existence for over 70 years and was developed at the University of Iowa. More research has been done on this test than any other wide range achievement test. It is given to over 2 million students annually in all 50 states and also internationally. The test is periodically revised and renormed. The edition that our diocese uses has norms from 2000.

Each year our reading and math scores are well above national averages. The average reading scores this year range from the 83rd percentile to the 90th percentile based on the norms. The average math totals this year range from 78th percentile to the 85 percentile. These scores place our student body well within the top 10% of schools nationally.

We also administer the Cognitive Abilities Test three times for each student; in grade 1, grade 4, and grade 8. This is an ability test that provides three separate scores of cognitive development – verbal, quantitative, and non verbal. The three scores are then combined to derive a composite score. These scores are not IQ scores, but are helpful in predicting how well a student will perform on the ITBS tests. Correlations to the ITBS are provided for parents of students in grades 4 and 8. Predicted grade equivalencies and percentile ranks help teachers and parents understand the progress the student is making in light of his/her tested ability.

2. Use of assessment data

Administering these tests in the early fall of each school year allows our teachers to note strengths and weaknesses in each student's performance and then differentiate instruction to meet those needs. The scores are reported in several ways. One of the reports that we receive is an individual performance profile for each student. It provides question by question information. This is an excellent snapshot of the areas in which a student needs extra help. Teachers also note broad trends within a class and reinforce with large group instruction.

The principal derives much useful information from the building averages. Since we use the same test from year to year, growth patterns are noted in each class and in individual students. It is generally desirable to have at least one year's growth for each area. This can be noted in the grade equivalency scores. For example, a child who has scored 4.5 on the Vocabulary battery would be expected to score at least 5.5 the next year, on the same battery. When this does not occur, special attention must be given to the student.

The principal can also note broad school wide trends and address these issues with professional development. For example, math scores have generally been somewhat lower than reading scores for this school. Last year we instituted an amended school schedule to provide more time for math. We made math instruction a priority, never allowing it to be affected by other programs, assemblies, etc. The faculty brainstormed ways to make the math program more effective at every grade level. New supplemental materials were selected and instructors shared their tried and true methods with each other. The results were gratifying since our math scores were an average of 6 percentile points higher this fall.

3. Communication of student performance

Regular communication with our parents is accomplished each week through a Tuesday Folder. Parents look for this each Tuesday, examine the contents, sign and date the front, and return it to school. The folder contains all graded test papers for the week. All tests are reviewed and signed by the Principal before going into the folder. A weekly news update from the office is sent each Tuesday as well as news from the teacher. Reports and standardized test scores are also sent home via the folder. Regular publicity in our monthly newsletter highlights our students' excellent academic performance.

At midterm time during each quarter, parents receive notification of their student's progress. This allows time for conferencing and extra support from parents when a student is having difficulty.

Honor roll lists are shared with the parish through our Sunday bulletin. The lists are also sent to our local newspaper for publication. Local businesses offer rewards to the students for their fine grades.

Articles are submitted to our local paper regarding our ITBS scores each year. We also have many students who qualify for the Duke Tip program, and the South Carolina Junior Scholars program. Winners of area contests and competitions are always highlighted in the local paper. This information has also been featured in a local area magazine.

4. Sharing success with other schools

In the past few years we have had a unique opportunity to share our success with the second Catholic school in our area, St. Michael School in Garden City. They are in their sixth year and are offering a program very similar to ours; we offered guidance and support as they developed their program.

It has been satisfying to have another Catholic School so close by. We have been able to collaborate for professional development days, PSAT testing, retreats, and social events.

St. Andrew School welcomes the community to share our successes during a Catholic Schools' Week open house. This is a time for us to showcase our excellent teaching methods and our students' work. Tours of the school may be scheduled any time during the school year, and the principal is available to discuss the program.

The area of our diocese encompasses the entire state. All 27 of our Catholic School principals meet regularly to receive in service, to plan for the future, and to share ideas and support each other. Because there are so few Catholic schools in the state we are a very close knit and supportive group. Other principals and teachers from these schools come to observe and discuss our program and methods.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum Description

The course of study includes both traditional and creative learning experiences for all children in Kindergarten through 8th grade. Religion, Reading, Math, Language Arts, Social Studies, Science, and Spanish are the core subjects at SAS. Special subjects include Art, Music, Computers, Library, and Physical Education. These special instructors make every effort to correlate their lessons with the core subject matter. Cooperative teaching is a strength at our school.

Religion, or the inclusion of our Catholic doctrine and values, is taught daily as an academic subject, using textbooks from Loyola Press. It is also incorporated into all aspects of student life: daily prayer, community service activities, scripture study, and weekly masses in which students plan and prepare creative ways in which the liturgy can “come alive” for the entire student body and congregation.

The Reading and Language Arts program is taught through developmentally appropriate methods. Students acquire reading skills via direct instruction, the use of a literature-based basal series, through phonics instruction and daily language activities. Writing is viewed as an integral part of reading. Independent silent reading is encouraged through the Accelerated Reader program.

The Math curriculum is a balanced program which teaches problem solving techniques, math concepts, and computational skills. Direct instruction, written practice, and experiences using manipulatives are supplemented by programs such as “Math Their Way” and our math clubs. Students can visit the “Idea Room”, staffed by a learning specialist, for extra help, or for challenge activities. Middle School students are divided into classes based on their math unit pre-testing.

The Social Studies curriculum covers a wide variety of disciplines: community, US history, world history, current events, government, geography, and the study of world cultures. 4th grade students showcase their knowledge of US geography during their “State Fair”. Many of our middle school students have qualified for the State Geography Bee. The goal in Social Studies instruction is to empower our students to become well-informed, responsible citizens with an understanding of how the past affects the future.

The Science curriculum focuses on applying scientific knowledge to today’s world. In the elementary grades, there is a spiral technique of graduated topics in life, physical, and earth science. In the Middle School, emphasis is placed on life and earth sciences. Students will be adept in the Scientific Method and will demonstrate this at the Science Fair. At all levels experiments, demonstrations, and hands on projects make the science concepts concretely memorable.

Spanish instruction begins in kindergarten and continues at every grade level. The program stresses vocabulary, grammar, pronunciation, and Spanish culture. Students in grades 6 - 8 receive an academic grade in Spanish. Middle school students may take Spanish I and receive high school credit if they pass a proficiency test. This year 16 students are taking Spanish I. That number represents 34% of the 7th and 8th grade. Students especially enjoy their annual trip to a local Mexican restaurant where they must place their orders completely in Spanish.

Computer instruction is designed to teach every student practical use of the computer as a tool. Mastery of keyboarding, word processing, data base and spreadsheet operations, allow our graduating students to earn high school computer credit.

All students receive weekly art instruction from our certified art specialist. The program includes the study of great artists and the opportunity for students to adapt these styles to their own art projects using a wide variety of media. Our art students enter several competitions throughout the year. In May a school wide Art Fair features projects from every child.

2. Reading Curriculum

Our faculty believes that children who are learning to read and write need to view reading and writing as authentic activities from which they get information and pleasure, and by which they communicate with each other. Based on this belief, activities are designed to have reading and writing serve practical purposes. Students are exposed to a wide variety of printed material and have time to read materials they have selected themselves. Time is set aside for daily writing activities at every grade level.

In grades K through 3 the teachers use a modified 4 block approach to the teaching of reading. The components of shared reading, guided reading, word building, and self selected reading comprise this method. In kindergarten McGraw Hill's *Letter Book* series is used to present a multisensory approach to the teaching of phonics.

Literature Works, a basal text, is used in grades 1 through 5. This series provides organized lessons in skill development and comprehension. It also has a fine spelling and daily language component. Additionally, book sets at varying levels are used with small groups of students. Students regularly select their own reading materials, including books for the Accelerated Reading program. Accelerated Reader has become an important part of our reading curriculum; it allows each student to read at his/her predetermined level, and then be tested for comprehension of the material. Since the inception of this program, we have seen the circulation in our library double, and our reading scores rise.

Students in our middle school have two periods of reading/language arts each day. Materials used for formal instruction include classic literature from an anthology, also classic and contemporary novels. During Writers' Workshop students complete a variety of writing projects each year including essays based on literature, expository pieces, short stories, poetry, and research papers. Our science and history classes provide additional opportunities for essay and research projects. Writing is stressed across the curriculum. The quality of the writing program is validated each year as our students win awards in local and statewide essay contests. This fall ten of our 8th graders (44%) qualified as SC Junior Scholars based on their PSAT scores. Nine of these qualified in the writing area of the test.

3. Additional Curriculum Area

The mathematics curriculum for this school was written by teachers and principals of our diocese. Its objectives are based upon the NCTM national standards. The textbook used in all grade levels is *New Progress in Mathematics*, a series which provides clear concept development and plenty of practice work. Special emphasis is placed on problem solving techniques, especially the practice of allowing to students to use more than one way to find an answer. The use of manipulatives adds the important concrete dimension to math lessons.

In the primary grades our teachers have been trained in the *Math Their Way* program which expands regular classroom routines into math problem solving opportunities. For example students graph their lunch count each morning; the calendar is perfect for pattern making and time concepts; the kindergarten keeps track of the elapsed days of school with stick bundles of ten.

Teachers at all grade levels regularly differentiate instruction to meet the various needs of their students. Small groups are formed to work on specific problem areas, and students who are excelling work on challenge projects and problems. Special services are provided in the Idea Room where small groups work with a learning specialist for remediation or enrichment.

Students may receive reinforcement through a computer program of sequential math learning in our lab. This program self adjusts for the individual student's needs and can be very beneficial when a student's progress is lagging. The computer is also a valuable tool for students who are far ahead of their class. This year we have a student studying high school Geometry through Stanford University. His self directed instruction is delivered over the internet in our computer lab.

Students in our middle school program pretest before each new unit of study. Their scores determine which track they will follow for that chapter....regular or enrichment. Two teachers are available for each class and the group make-up may change with each new unit. In 8th grade our students have the opportunity to earn a high school Algebra I credit.

From grades 4 through 8 students may choose to join one of our math clubs which work specifically on group problem solving. Senior members of this group may become members of our Math Counts team which enters a large regional competition each spring. Last year our team placed 5th out of 40 schools.

Our junior math club members enjoy using math in a variety of interesting activities. Weights and measures are related to cooking projects, geometric symmetry to creating quilts for an area Children's Hospital, statistics and probability were used to make school election predictions.

4. Instructional Methods Used

A variety of instructional methods are used within the school's program. Direct instruction is the most commonly used way of delivering instruction, however each grade level and special subject taught must tailor their methods to the needs of the child.

For the primary grades, short teacher presentations are followed by concrete hands on experiences for the children. The students are immersed activities which reinforce the lessons taught. These may be pencil and paper work, small group activities, computer activities, working with manipulatives, or working with the teacher. When a specific difficulty is noted, the teacher asks for special assistance from our Idea Room instructor. She takes individuals and small groups to the Idea room to work on the skill or area that needs help. The groups are flexible and change as needed.

In the elementary grades (3, 4, 5) a greater emphasis is placed upon the student's individual responsibility for his own learning. The same methods are used; however increasing amounts of direct instruction and reinforcement through class work and homework occur. During these grades small group work, experiments, field trips and projects reinforce the material taught. Students in these grades receive extra help from the teacher as needed or special help from the Idea room teacher. Parents are always consulted so that the effort can continue at home.

The middle school students present a unique challenge. The program is totally departmentalized, so each child has five core subject teachers. When a student is struggling in more than one area, a meeting of all of his teachers, plus the parents and child, identifies and addresses specific problems. The teachers conduct help sessions and give guidance as needed to improve student learning.

5. Professional Development

St. Andrew School teachers engage in staff development efforts in several ways: through regular faculty meetings, through in service meetings, through small group meetings, by attending seminars and workshops and by taking observation trips to other schools. There are 10 in service days scheduled each school year.

The Faculty has received instruction in the Disc Profile System, a method of determining personality traits and relational styles. The presenter helped the attendees to understand how their personal relational style could be used to optimum advantage within the classroom and with other faculty members. The program also highlighted general personality types within a student population and the most effective ways to relate to each of these types.

Our Faith Focus for each school year is presented through a retreat day for all teachers. The theme for this year is *Peace...God's Gift to Us*. Two religious sisters led us in an examination of peace issues, global, national, local, within our families, and within our school. Each month we accentuate a new aspect of the peace theme within our school. A fall seminar on communication presented by psychologist Dr. Caroline Smith, provided faculty and parents with new ideas for communicating in a peaceful way. Our school liturgies for the year are focused on historical and contemporary peacemakers.

The faculty has traveled to other schools to observe their methods. This has been a fruitful venture; each teacher can compare his/her program and methods with those in schools that have been proven exemplary. In the past two years these visits have included both public and private Blue Ribbon schools.

Faculty members are encouraged and given time to attend workshops and seminars designed to improve their practices. Faculty meeting reporting allows them to share their experiences and knowledge with the rest of the faculty.

Curriculum improvements are accomplished by recognizing a need for changes, examining the methods used elsewhere, reviewing those options within the framework of our school's needs and mission statement, and finally instituting the improvements. Faculty members collaborate to effect these changes and individual input is important to the process. A continuous process of review and reflection assure that our curriculum remains challenging and fresh.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): **Diocese of Charleston; National Catholic Education Association**
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$3850 \$3850 \$3850 \$3850 \$3850 \$3850
K 1st 2nd 3rd 4th 5th

\$3850 \$3850 \$3850
6th 7th 8th

4. What is the educational cost per student? \$ 4464
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1072
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 20 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 83 %

PART VII – ASSESSMENT RESULTS

ST. ANDREW CATHOLIC SCHOOL 3RD GRADE ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 3 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	83	82	87	88	82
Number of students tested	25	24	23	25	28
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

* Edition/Publication Year Form L 1993 Publisher The Riverside Publishing Company

ST. ANDREW CATHOLIC SCHOOL
3RD GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 3 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	78	70	77	81	75
Number of students tested	25	24	23	25	28
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A		
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A		

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ST. ANDREW CATHOLIC SCHOOL
4TH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 4 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	88	90	90	87	80
Number of students tested	23	23	24	26	29
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

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ST. ANDREW CATHOLIC SCHOOL
4TH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 4 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	85	86	83	83	73
Number of students tested	23	23	24	26	29
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

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ST. ANDREW CATHOLIC SCHOOL
5TH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 5 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	90	90	89	83	74
Number of students tested	26	25	27	28	30
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

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ST. ANDREW CATHOLIC SCHOOL
5TH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 5 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	85	77	76	77	72
Number of students tested	26	25	27	28	30
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

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ST. ANDREW CATHOLIC SCHOOL
6TH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 6 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	85	85	83	78	77
Number of students tested	24	23	26	26	26
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

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ST. ANDREW CATHOLIC SCHOOL
6TH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 6 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	80	77	78	68	73
Number of students tested	24	23	26	26	26
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

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ST. ANDREW CATHOLIC SCHOOL
7TH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 7 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	88	83	77	77	86
Number of students tested	24	28	25	21	24
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

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ST. ANDREW CATHOLIC SCHOOL
7TH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 7 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	79	90	75	72	82
Number of students tested	24	28	25	21	24
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

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ST. ANDREW CATHOLIC SCHOOL
8TH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 8 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	85	74	77	92	80
Number of students tested	22	24	21	19	22
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

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ST. ANDREW CATHOLIC SCHOOL
8TH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 8 Test Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year Form A 2001-02 Publisher The Riverside Publishing Company

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	82	70	72	90	76
Number of students tested	22	24	21	19	22
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
2. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
3. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
4. _____ (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001 *
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

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